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Department of Education

Courses of Study

Grade X

Social Studies

CANADIAN HISTORY AND CITIZENSHIP

Issued by Authority of
The Minister of Education



The following grouping of topics and allotment of time are suggested:

Topics 1, 2	2 weeks
Topic 3.....	1 week
Topic 4.....	2 weeks
Topic 5.....	1 week
Topics 6, 7.....	1 week
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Total.....	7 weeks

In topic 3 the emphasis should be on the narratives and the motives. In topic 7 unnecessary duplication of the work covered in Grade IX should be avoided.

Topic 1. The discovery of America, culminating in the voyages of Cartier:

- (a) The Norsemen.
- (b) Caravan routes to the Far East.
- (c) The Turkish conquest of the Near East.
- (d) The search for new routes:
 - i. Columbus;
 - ii. The Cabots;
 - iii. Cartier.

Topic 2. The geography and the native races of the continent:

- (a) The main features of the geography of the continent—forests, plains, mountains, waterways, climate.
- (b) Contrasts, as a result of this physical environment, in the life and culture of the Indians met by the Spanish, English, and French.

Topic 3. English and French exploration and the founding of colonies before 1660:

- (a) The search for the North-West Passage:
 - i. Frobisher;
 - ii. Davis;
 - iii. Hudson.
- (b) Acadia and the St. Lawrence Valley:
 - i. Champlain and his "young men";
 - ii. The Huron Missions;
 - iii. Montreal.
- (c) The Atlantic seaboard, Newfoundland, and the West Indies, with emphasis upon New England and Virginia.

Topic 4. The expansion of the English and French Empires from 1660 to the Treaty of Utrecht (1713):

- (a) English expansion:
 - i. The Hudson's Bay Company;
 - ii. Pennsylvania;
 - iii. New York.

- (b) French expansion:
 - i. Talon and the beginnings of royal encouragement;
 - ii. La Salle.
- (c) French-English rivalry:
 - i. Frontenac and the Iroquois;
 - ii. The Treaty of Utrecht, with map study to include the Spanish and Portuguese spheres of influence.

Topic 5. France and England in conflict, culminating in the Seven Years' War:

- (a) The areas of conflict and commercial rivalry—Acadia, Louisbourg, the Ohio Valley; La Vérendrye and the French fur trade west of the Great Lakes.
- (b) The War:
 - i. The significance of Louisbourg, the Hudson River—Lake Champlain region, and Niagara and Fort Duquesne in relation to the capture of Quebec.
 - ii. Montcalm and Wolfe at Quebec.
- (c) The peace.

Topic 6. The incorporation of Canada in the British Empire (1760-1774):

- (a) The problem of adjustment—social and political.
- (b) The Quebec Act.

Topic 7. The passing of the first British Empire—the American Revolution:

- (a) The extent of the old Empire in America.
- (b) Freedom and self-government in the Thirteen Colonies.
- (c) Problems of imperial control, trade, and defence.
- (d) Events leading to the break (1763-1776); division of opinion in England and the colonies.
- (e) The war period:
 - i. The invasion of Canada;
 - ii. The Declaration of Independence;
 - iii. Saratoga and the French alliance;
 - iv. Yorktown.
- (f) The peace.

PART II.—British North America to Confederation.

This part deals with the areas in North America which remained under British rule after 1783, the social and economic development in each of these areas, problems of minority rule, the development of responsible self-government in the Canadas, westward expansion, and the economic and political factors which brought these areas together in Confederation. This development gains significance from the fact that it occurred during the period of the growth of liberal movements and nationalism in Europe and America.

The following grouping of topics and allotment of time are suggested:

Topics 1, 2, 3.....	6 weeks
Topics 4, 5.....	2 weeks
Topic 6.....	2 weeks
Total.....	10 weeks

Topic 1. The immediate effects of the American Revolution upon British North America after 1783:

- (a) The Loyalist migration to Nova Scotia and Canada.
- (b) The new British policy:
 - i. The division of Nova Scotia and the Canadas;
 - ii. The Canada Act and the beginning of representative government in Canada;
 - iii. Increased imperial control.

Topic 2. The Canadas—a study chiefly social and economic:

- (a) The Loyalist settlements—their location.
- (b) The Simcoe regime.
- (c) The War of 1812:
 - i. How the war started;
 - ii. The events (a brief treatment emphasizing the events important in local history);
 - iii. The significance of the war.
- (d) Immigration (1815-1850)—the chief areas of settlement.
- (e) Social conditions and pioneer life:
 - i. Homes;
 - ii. Schools;
 - iii. Work;
 - iv. Play.
- (f) Economic conditions:
 - i. Canals;
 - ii. Roads;
 - iii. Timber;
 - iv. Wheat;
 - v. Trade (the British preference);
 - vi. Money.

Topic 3. The Canadas—their political development (1791-1859):

- (a) Difficulties under the Canada Act (1791-1837):
 - i. Difficulties of working the machinery of government: the irresponsible executive; the control of revenue.
 - ii. The powers and influence of minority groups: the Family Compact; the Chateau Clique.

- iii. The challenge to the minority system in Upper Canada: the struggle between the Reform and the Tory Parties in the '30's; attitude and influence of Mackenzie, Baldwin, Ryerson, Robinson and Strachan; the loyalty issue; the Rebellion—a brief treatment except where the topic is of special interest in local history.
 - iv. The challenge to the minority system in Lower Canada: the racial problem; Papineau; the Rebellion—very brief treatment.
 - v. Recognition by the British Government of the difficulties in Canada—the appointment of Lord Durham.
 - vi. The aftermath of the Rebellion; the problem of the treatment of the rebels.
- (b) Lord Durham's Report:
- i. Its recommendations—political and economic;
 - ii. The significance of the Report for Canada and the Empire—a foundation for a new relationship;
 - iii. The Act of Union.
- (c) First steps in Canadian self-government:
- i. Growing political control—recognition of cabinet responsibility (1841-1849): period of uncertainty; Baldwin, Lafontaine, Lord Elgin.
 - ii. Growing economic control (1849-1859): repeal of Navigation Acts; reciprocity; Canada Customs Act.

Topic 4. The Maritime Provinces:

- (a) Loyalist settlements.
- (b) Relations with the United States:
 - i. Social and cultural (with New England);
 - ii. The boundary question and its settlement.
- (c) Commercial relations with Europe, the West Indies, and the United States:
 - i. Fishing;
 - ii. Shipping;
 - iii. Timber trade.
- (d) Political development in Nova Scotia:
 - i. Another Family Compact;
 - ii. Movement of protest and reform;
 - iii. Peaceful evolution, not rebellion.

Topic 5. The West and the Pacific Coast:

- (a) The fur trade—The Hudson's Bay Company and the North-West Company.

- (b) Exploration:
 - i. Vancouver;
 - ii. Hearne;
 - iii. Mackenzie;
 - iv. Fraser;
 - v. Thompson.
- (c) The Selkirk Settlement.
- (d) Rival interests on the Pacific Coast—Spain, Russia, the United States, Great Britain.
- (e) Settlement of the Oregon dispute.
- (f) The founding of British Columbia; agriculture and mining.

Topic 6. Confederation:

- (a) Factors which helped to bring it about:
 - i. Military: the American Civil War and the problem of defence; the Fenian Raids.
 - ii. Imperial: interest and influence of the British Government.
 - iii. Political: deadlock in Canada.
 - iv. Economic: trade, railways.
 - v. National: movement for national unity—McGee.
- (b) Conferences leading to Confederation:
 - i. Charlottetown;
 - ii. Quebec;
 - iii. London.
- (c) The Fathers of Confederation: contributions of Macdonald, Brown, Cartier, Tupper, Tilley.
- (d) The British North America Act:
 - i. The attitude of the different provinces.
 - ii. The chief features of the Act: the federal principle; general division of powers; method of amendment.
 - iii. The significance of the Act in the development of the Canadian nation.

PART III.—Canada's Growth Toward Nationhood (1867-1914).

The period from Confederation to the Great War is one marked by significant social and economic changes and by the growth of a more self-reliant Canadian spirit. This period witnessed further territorial expansion and development in the West, as well as the passing of many phases of economic life during pioneer days. In this period many changes in agriculture and in habits of living were made as a result of the development of industrial centres. It also witnessed important changes in Canada's relations with the United States and Great Britain and the growth of a spirit of nationhood.

The following grouping of topics and allotment of time are suggested:

Topics 1, 2, 3.....	3 or 4 weeks
Topic 4.....	4 or 3 weeks
Total.....	7 weeks

Topic 1. Western Canada:

- (a) The passing of the old West:
 - i. The prairies: the acquisition of the territory by Canada; the Indians and the Métis—their old life; the policy of the new government; their opposition to the new government (Red River Rebellion); Manitoba becomes a province; the North-West Rebellion.
 - ii. The coast: the old British colony; how it became a province of Canada.
- (b) The changing West:
 - i. The prairies: why the West changed—the Canadian Pacific Railway; the new people (from Eastern Canada, the United States, Europe); wheat.
 - ii. The coast: British Columbia—fishing, lumbering, trade, the Orientals; the Yukon—gold in the Klondike, the Alaska boundary dispute.

Topic 2. The Central Provinces:

- (a) The revolution in agriculture and industry—roads, railways, houses, schools.
- (b) Agriculture—machinery on the farm.
- (c) Industry and trade:
 - i. The self-contained village;
 - ii. The mail-order house;
 - iii. Concentration of factories in towns and cities;
 - iv. The new Canadians;
 - v. Mining in Northern Ontario.

Topic 3. The Maritime Provinces:

- (a) Prince Edward Island becomes a province.
- (b) Economic conditions—comparison with central provinces:
 - i. The decline of shipping;
 - ii. Loss of population;
 - iii. The Intercolonial Railway;
 - iv. Mining—coal and iron; fox-farming, potatoes and apples.

Topic 4. Political life and relations in Canada (1867-1914):

- (a) The day of Sir John A. Macdonald:
 - i. The extension of the Dominion.
 - ii. His policy of unification: cabinets—regional, racial and religious representation; railways; tariff—National Policy; defence of federal authority.

- (b) The day of Sir Wilfrid Laurier:
 - i. New trade policy;
 - ii. New Canadians;
 - iii. New provinces;
 - iv. New railways.
- (c) Canada and the United States:
 - i. The critical period—the annexation movement, ending with the Treaty of Washington.
 - ii. The period of improving relations—the Fisheries Treaty and the Alaska Boundary dispute (arbitration).
 - iii. Canada's attitude of self-reliance—the joint Waterways Commission; the Reciprocity Agreement (1911).
- (d) Canada and Great Britain—ties of sentiment and interest:
 - i. Canada a Dominion within an Empire—the effect of the policies of Macdonald and Laurier;
 - ii. The Washington Treaty;
 - iii. Britain's financial help—investment of capital;
 - iv. The new Imperialism—the Diamond Jubilee, the South African War, Colonial and Imperial Conferences.

PART IV.—Canada Since 1914.

The study of Canadian History since the Great War should contribute to an understanding of contemporary Canadian life. As a result of the war Canada has acquired a new status within the British Empire. Her economic development has been marked by important changes in transportation, the opening up of new areas, the development of new industries and the extension of her trade with other nations. This has given her an increased interest in international affairs.

The following allotment of time is suggested:

Topics 1, 2, 3.....7 weeks

Topic 1. Canada and the Great War:

- (a) Why Canada entered the war.
- (b) Canada's war effort:
 - i. Overseas—Canada's forces; leaders; outstanding events.
 - ii. At home—munitions, food, money.
 - iii. Union Government as a war measure—Sir Robert Borden, conscription, Sir Wilfrid Laurier.
- (c) Effects of the war on Canada:
 - i. War-time stimulus to industry and agriculture.
 - ii. Women's suffrage.
 - iii. The problem of rehabilitation.
 - iv. The national debt.
 - v. The railway problem.
 - vi. Stimulus to national feeling: pride of Canadians in achievements of Canadian troops; international recognition of Canada's war effort.

Topic 2. The achievement of nationhood:

- (a) The Versailles Treaty—new status recognized.
- (b) Canada's membership in the League of Nations.
- (c) The Conference of 1926.
- (d) The establishment of legations.
- (e) The Statute of Westminster.
- (f) The Ottawa Conference—relationship to economic nationalism.
- (g) Canada and the Coronation.
- (h) The contributions of literature and art in the development of national feeling.

Topic 3. The changing scene since the war:

- (a) Changes in transportation and communication:
 - i. Roads;
 - ii. Trucks and automobiles;
 - iii. Canals;
 - iv. Airplanes and air-ways;
 - v. Radio.
- (b) Economic changes in settled areas:
 - i. Concentration of industry and population in large centres;
 - ii. The decline of immigration;
 - iii. Hydro power;
 - iv. Tobacco industry in south-western Ontario;
 - v. The mechanization of Western farms (the combine);
 - vi. Co-operatives in the West and Maritime Provinces;
 - vii. The chain-store.
- (c) New areas:
 - i. For farming: the Ontario Clay Belt; the Peace River.
 - ii. For mining and lumbering: the new north of Ontario; Quebec; the new North-West; gold, nickel, radium, pulpwood.
 - iii. For oil.
- (d) Canada in world trade:
 - i. The need for world markets;
 - ii. The effect of the depression on trade and employment; the Ottawa Agreements; the question of trade relations with the United States.
- (e) Canada's social, cultural and economic relations with Great Britain and the United States:
 - i. Trade;
 - ii. Investment of capital;
 - iii. Literature;
 - iv. Radio;
 - v. Motion pictures;
 - vi. Education;
 - vii. Travel.

(f) Present-day problems:

- i. Unemployment;
 - ii. Government and industry;
 - iii. Immigration;
 - iv. Social legislation;
 - v. The railway problem;
 - vi. Foreign relations;
 - vii. National unity.
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B

The Community

Some study of the history of the local community should form part of the Grade X course in Canadian History in every school. If the desired results are to be achieved, there must be a clear understanding of the aims and methods of this part of the course.

The aim is not to compile and present to the pupils a body of factual information dealing with the history of the local community. Even if this were desirable, it would be impossible since few communities possess written histories of interest or value, and the teacher cannot be expected at short notice to fill this gap. It is better that the teacher and the pupils should regard the story of the local community as a field of investigation which may be cultivated with pleasure and profit. The training received in this way may be quite as valuable for the pupils as the information collected. The pupils may collect their own source material, evaluate their evidence, weave the results of their work into a larger pattern, and, by dealing with a problem of historical investigation which is within the scope of their abilities, learn something of the meaning and method of history in the larger sense.

If these aims are to be realized, the field chosen for study by a class must be reasonably small, especially where this kind of work is being attempted for the first time. To choose a field of study which is so large or difficult that the pupils cannot achieve results that satisfy them will tend to discourage them and bring the value of the study into question. The choice will vary with the local community and the kinds of material that are available. In new communities, where pioneer history is in the making, the opportunity is self-evident.

Fields of study such as the following are suggested:

1. (a) The decades of the 1830's and '40's.
- (b) The history of the community before Confederation.
- (c) The period of Confederation or some subsequent decade in the nineteenth century.
- (d) The period of the war, 1914-1920.

2. (a) Changes in transportation.
- (b) Changes in agricultural methods.
- (c) Changes in local industries.
- (d) The settlement of the community—by what groups and when.
- (e) Place names.
- (f) Some special group or settlement in the community—racial, religious, etc.

The choice of the field of study should vary from year to year and may vary from class to class. In towns and cities it may be advisable to choose only parts of topics such as those suggested above. In rural communities the unit of study may be the township, the village, etc.

The equivalent of three weeks is suggested as the time to be allotted to this part of the course. The field for investigation should be selected as early in the year as possible. The classroom study may be pursued as the pupils by means of their assignments procure information. Teachers should endeavour to relate the study of local history to the general study of Canadian history when this can be done to advantage.

The results of the work might be presented in the classroom as well as in public meetings, school exhibitions, or in other ways. Efforts should be made to obtain the co-operation of individuals or societies interested in local history.

In gathering materials assistance may be obtained from many sources, such as: the local library and municipal offices; historical societies; churches; local newspapers; individuals resident in the community over a long period; the owners of long-established firms. Inquiries may be sent to the Ontario Archives. The teacher should make the most of any suggestions he may receive as to sources of material.

The social and economic life of the community can be related to the broader developments which have influenced Canadian history as a whole by a study of: shifts in population; the growth and disappearance of certain settlements; changes in the community's exports, imports, industries or methods of doing business; improvements in transportation; the establishment of schools, libraries, etc.

While the primary aim is not the compiling of a local history, a great deal of information will be collected which may be of use for that purpose, and if the pupils realize that they are making some contribution towards their community's knowledge of its history their interest in projects of different kinds should be greater. Inquiries for historical materials should arouse an interest in their preservation. The local library or even the school may become responsible for these materials. Individuals, newspapers, business firms, churches and other institutions, should feel responsible for the preservation of records or objects of historical interest to the community.

This part of the course offers considerable scope to the imagination and initiative of teacher and pupils. The study of the community story will help to give the pupil an impression of the reality of history. Canadian pupils, like those of older lands, should feel that they walk on historic ground, but it is difficult for them to have this feeling unless the story of the local community is given the attention that it may merit.

Through this study the pupil should come to understand that every community is a part of the larger world and that in it may be observed in miniature some of the changes which will possibly affect the nation as a whole and help to mould world events.

C

Citizenship

The purpose of the course is to prepare the student for the privileges and responsibilities of citizenship in our Canadian democracy.

Authorized text-book—A Reader in Canadian Civics.

The course as outlined deals with the following themes:

PART I. The development of the individual in his relation to the community and the nation.

PART II. The purpose and meaning of democratic government; the rights of the individual citizen.

PART III. The machinery of Canadian government.

NOTE:—The course as outlined is suggestive only and teachers should feel free to follow any alternative plan which deals with the themes in the outline. It is unnecessary for the teacher to attempt to follow every point or part of the outline. It is recommended that a minimum of thirteen periods be spent on PART III and that the allotment of time for the other two divisions be determined by the teacher. **Teachers, however, should not make this part of the course unduly long by over-stressing minor details.**

PART I.—Citizenship—Its Privileges and Responsibilities.

Topic 1. Who are Canadian citizens?

- (a) Citizens by birth—the pupil a citizen.
- (b) Citizens by naturalization.
- (c) Groups with limited citizenship rights, e.g., Indians on reservations, patients in mental institutions, prisoners.

Topic 2. How may we become useful citizens?

- (a) By the development of the individual:
 - i. The mind: clear thinking, how to study, planning one's work, hobbies, reading;
 - ii. The body: personal care, games and recreation, agencies promoting health and safety;
 - iii. The character: courtesy, self-respect, accepting responsibility, self-reliance, co-operation, emotional control.

- (b) By the use of educational opportunities:
 - i. Schools of various kinds;
 - ii. Museums, libraries, films, etc.
- (c) By vocational fitness:
 - i. Recognition of the dignity of labour;
 - ii. The fields of occupation;
 - iii. Elements of choice of one's life-work; self-analysis, usefulness of the work to society.
- (d) By co-operation with the home and other agencies:
 - i. The home—its opportunities and responsibilities;
 - ii. Organizations:
 - Youth groups, e.g., Boy Scouts, Girl Guides, C.G.I.T.;
 - Adult groups, e.g., urban service clubs, rural institutes.
- (e) By service to the community and the state:
 - i. Contributions to civic beauty—the preservation and improvement of private and public property;
 - ii. The use of the franchise;
 - iii. The critical study of public questions;
 - iv. The use of one's influence to form a sound public opinion;
 - v. The acceptance of public office.

PART II.—The Meaning and Purpose of Democratic Government.

Topic 1. Equality:

- (a) Opportunity, naturalization, universal education, franchise.
- (b) Minority rights.

Topic 2. Freedom:

- (a) Speech.
- (b) Press.
- (c) Association.
- (d) Election.
- (e) Travel.
- (f) Petition.
- (g) Religion.

Topic 3. Limitations upon individual freedom as a result of man's social environment:

- (a) Laws of libel.
- (b) Censorship.
- (c) Pure food laws.
- (d) Building restrictions.
- (e) Sale of arms.
- (f) Laws against treason.
- (g) Martial law.
- (h) Service in time of war.

Topic 4. The protection of the individual and his rights by the state:

- (a) Fire and police protection.
- (b) Social and industrial legislation, e.g., old age pensions and minimum wage laws.
- (c) The problems of unemployment and relief.
- (d) Obligation of the state to respect individual liberties.

Topic 5. The preservation of the security of the state.

PART III.—How We Are Governed.

Topic 1. Municipal government:

- (a) The municipal divisions—emphasis upon the municipal division in which the pupil lives.
- (b) The councils and boards of education.
- (c) Municipal powers.
- (d) Municipal finance.
- (e) The franchise—who may vote.

Topic 2. The framework of the government of Great Britain.

Topic 3. The government of the Dominion of Canada:

- (a) A federal union:
 - i. The meaning of a federal union;
 - ii. The division of powers in the Canadian federation.
- (b) The executive:
 - i. The governor-general;
 - ii. The prime minister and his cabinet;
 - iii. The civil service.
- (c) The legislature:
 - i. The House of Commons;
 - ii. The Senate;
 - iii. How laws are made and revenues controlled;
 - iv. Cabinet responsibility to the elected house.
- (d) How the government is financed.

Topic 4. The government of the Province of Ontario. Similarities and differences in the provincial and the federal governments:

- (a) Executive.
- (b) Legislative.
- (c) Financial.

Topic 5. Law and its enforcement—the judiciary:

- (a) In the municipality.
- (b) In the province.
- (c) In the Dominion.
- (d) The Privy Council.

PART IV.—International Relations.

This topic should be definitely correlated with the course in Canadian History (Part A).

RECOMMENDED BOOKS

SUPPLEMENTARY BOOKS FOR THE CLASSROOM

Adventurers All. Wilson. (The Macmillan Co., Ltd.).....	\$.90
Adventures in the Far North. Strang. (Oxford University Press).....	.50
Boys' Book of Exploration. Gable. (E. P. Dutton & Co.).....	2.50
By Star and Compass. Wallace. (Oxford University Press.).....	.50
Canada, 1938. King's Printer (Ottawa).....	.25
Canada Year Book. King's Printer (Ottawa).....	1.50
Canadian Footprints. Hammond. (The Macmillan Co., Ltd.).....	3.00
Canadian School Atlas. (J. M. Dent & Sons, Ltd.).....	.60
Great Explorers. Strang. (Oxford University Press.).....	.50
Great Fight for Canada. Strang. (Oxford University Press.).....	.50
Historical Atlas. Burpee. (Thomas Nelson & Sons, Ltd.).....	1.25
History of Canada. Bingay. (Thomas Nelson & Sons, Ltd.).....	1.50
History of Canada. McArthur. (W. J. Gage & Co., Ltd.).....	1.00
History Readers, v. 5, 6, 7, 8. Dickie. (J. M. Dent & Sons, Ltd.)	
Volume 5.....	.50
Volume 6.....	.55
Volume 7.....	.60
Volume 8.....	.60
History Readers. (Ryerson Press.).....	
Our Dominion Series—	
Stories of Pathfinders. (Ryerson Press.).....	1.50
Stories of Adventure. (Ryerson Press.).....	1.50
Pioneer Days in Ontario. Henry and Paterson. (Ryerson Press.)	
(To be published shortly.)	
Pioneer Life. Guillet. (Ontario Publishing Co.).....	.50
Pioneer Settlements. Guillet. (Ontario Publishing Co.).....	.50
Pioneer Social Life. Guillet. (Ontario Publishing Co.).....	.50
Three Centuries of Canadian Story. Wetherall. (Oxford University Press.)	1.10
With Sword and Trowel. Wallace. (Oxford University Press.).....	.50

BOOKS FOR THE TEACHER

Canadian Flag Day Book. Edmonds. (Longmans Green & Co.).....	\$.75
Citizens in the Making. Happold. (Christophers.).....	4/6
Civics Through Problems. Edmason-Dandineau. (Macmillan Co., Ltd.)	1.72
Colonization of Canada. Harvey. (Oxford University Press.).....	.75
Discoverers and Explorers. Hamer-Jackson. (Thomas Nelson & Sons, Ltd.)	1.50
Economic History of Canada. Innis. (Ryerson Press.).....	3.00
Education for Citizenship in the Secondary Schools. Simon-Hubback.	
(Oxford University Press.).....	1.35
Effective Citizenship. Darling and Greenberg. (Prentice-Hall, Inc.).....	1.40
History of British Empire, v. VI. Cambridge. (Macmillan Co., Ltd.)	11.00
History of Canada. Wittke. (Alfred A. Knopf.).....	4.00
History of the United States. Elson. (Macmillan Co., Ltd.).....	2.80
History of Trade and Commerce. Heaton. (Thomas Nelson & Sons, Ltd.)	.80
Honourable Company—A History of the Hudson's Bay Company. MacKay.	
(McClelland & Stewart, Ltd.).....	4.00

COURSES OF STUDY
For
Grade X (Form II Lower School and Fifth Classes)
In
Collegiate Institutes, High, Vocational and Continuation
Schools, and Public and Separate Schools

CANADIAN HISTORY AND
CITIZENSHIP

Aims and Suggestions

The aim of a course in Social Studies is to give boys and girls an active interest in the life of the community so that when they leave school they may perform in a useful manner the duties of citizens.

The following are suggested as aims of the teaching in the course outlined for Grade X:

1. To give an understanding of the importance of Canada's past in relation to her present position, and to study the progress made.
2. To show how Canada's history is linked with that of the Empire and related to that of other parts of the world.
3. To promote tolerance, respect, and goodwill towards other races and classes.
4. To foster a spirit of unity among the provinces of Canada.
5. To train the pupil to collect, organize, and use information for the purpose of thinking critically and forming conclusions.
6. To show the pupil that institutions are subject to change; that in seeking to effect changes methods of discussion and persuasion should be preferred to methods of force.
7. To lead the pupil to see that he has duties and responsibilities towards his family, his school, his community, his province, the Dominion of Canada and the British Empire.

The following suggestions are presented as a guide to teachers:

1. Interest in the course should be stimulated through the assignment of problems and projects to individual pupils and groups of pupils. The following represent special work that may be undertaken by the pupils: oral or written reports; supplementary reading; debates; the

making of maps, charts, and diagrams; the dramatizing of particular incidents or of events connected with an entire period; journeys and field studies in the home community; imaginary journeys and letters. Wherever possible, there should be co-operation with other departments of the school in regard to special work to be done by pupils in history.

2. Although dates and certain other factual material need not be emphasized unduly, it is to be remembered that a framework of definite information is necessary to the understanding of any period of history.
 3. Due attention should be given to the geography necessary for the understanding of the course in history.
 4. Special emphasis should be placed on the social and economic aspects of Canadian history because these are important in themselves and furnish a background for the study of political developments. The age of the pupils for whom this course is designed makes it advisable to lessen the time given to political and constitutional history. From the pupils' study of the course in citizenship (Part C) the teacher may be able to determine how much political and constitutional history may profitably be taught.
 5. Teachers should aim to cover the essential features of each part of the course, but they may vary the amount of time suggested for any of the topics and omit topics or parts of topics to permit emphasis upon points which they consider of particular significance or of special interest to their pupils.
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OUTLINE OF COURSE

A

The History of Canada

The social, economic, and political history of Canada to the present, with a background of European and North American history and the geography relating to the period.

PART I.—Rivalry for Empire in the New World.

The aim of this part of the course is to indicate the following:

- (a) the stages in the discovery of the extent and resources of North America;
- (b) the character of the settlements established;
- (c) the rivalry between England and France for supremacy;
- (d) the incorporation of Canada as a part of the British Empire.

How Canada is Governed. Bourinot. (Copp Clark Co., Ltd.).....	\$1.25
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Use of Films and Slides in Canadian Schools. The Education Statistics Branch of the Dominion Bureau of Statistics, Ottawa.	

This indicates where teachers may obtain all the films and slides that are available from government departments, national associations, and commercial and industrial distributors.

